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AUTHOR Liberty, Paul; Gonzalez, Rosa Maria
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ABSTRACT

An evaluation was conducted of the third year of a 5-year comprehensive bilingual education grant funded by Title VII of the Improving America's Schools Act of 1994. The grant funds a program of developmental bilingual education at two elementary schools in the Austin Independent School District (Texas). More than 25% of the students at each school are limited English proficient (LEP). Two-way instruction is provided in English and Spanish throughout the duration of this Dual Language Project (DLP). Evaluation data were collected from many sources, including test results from the Language Assessment Scales. Evaluation findings show that the DLP uses a variety of strategies effectively to promote an environment at each school that reflects the goals of bilingualism, multiculturalism, and biliteracy. Cultural emphasis is being promoted through parent participation programs and parent education. During the 1997-1998 school year, the DLP served 1,116 students, including 342 LEP students. The DLP also provided 18 staff development sessions for teachers and administrators. Analysis of test results shows only slight gains by many DLP students in oral Spanish proficiency, raising questions about the extent of Spanish language instruction. Among program recommendations is a review of Spanish language instruction. Additional resources and additional professional development are recommended for program continuation. Appendixes contain a timeline for staff development, a description of activities related to technology supporting the DLP, and a summary of conference participation by DLP staff. (Contains 18 tables and 5 references.) (SLD)

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Dos Idiomas, Un Mundo
Dual Language Project
Title VII Third-Year Evaluation Report, 1997-98

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April 1999

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Title VII Dual Language Project, Year Three, Evaluation Report, 1997-98

Executive Summary

Austin Independent School District
Office of Program Evaluation

Authors: Paul Liberty, Ph.D. and Rosa María González

Overview

This is an evaluation of the third year of a five-year comprehensive Bilingual Education grant funded by Title VII-Part A of the Improving America's School Act (IASA) of 1994. The grant funds a program of Developmental Bilingual Education (DBE) at two elementary schools, Metz and Sánchez. A large percentage (~25%) of students at both schools are limited English proficient (LEP).

DBE requires dual language (two-way) instruction in English and a second language, in this case Spanish. Instruction continues in both languages throughout the duration of the program. At the same time, students are expected to develop subject matter skills and to meet grade promotion requirements.

The two AISD schools in the Dual Language Project (DLP) are schoolwide Title I programs and are actively involved in systemic reform. For special education students, Sánchez practices inclusion and Metz uses a resource teacher, along with content mastery.

The main goals of the DLP are the following:

- Develop students' oral proficiencies in English and Spanish;
- Develop grade level appropriate student literacy in English and Spanish;
- Increase student achievement levels in reading, language, and mathematics; and,
- Change the attitudes toward bilingualism of the students, parents, staff, and community.

Two principal instructional programs are being implemented, including 1) ADAPTA, which integrates Montessori materials and techniques with whole language strategies and 2) Finding Out Descubrimiento, an English and Spanish science and mathematics program that promotes the development of mathematics, science, and higher-level thinking skills. These programs facilitate the integration of English and Spanish dominant speakers while helping all students achieve concrete and abstract learning.

Methodology

Evaluation data were collected from many sources including the district mainframe files, which provide demographics, LEP status, academic achievement and literacy information.

The project specialist and resource teachers provided programmatic information from their records, annual performance report, and interviews.

Data were collected from administrations of the Language Assessment Scales (LAS) throughout the school year.

Major Findings

- The DLP continued its implementation of two main programs through teacher training and specially prepared materials, and the use of a number of other language, mathematics, and science programs.
- The DLP effectively employs a variety of strategies in promoting an environment at each school that reflects the goals of bilingualism, multiculturalism, and biliteracy.
- Project staff have compiled a variety of cultural materials that are being used in staff development and in instruction. Teachers use these materials to provide students with a variety of second language opportunities and experiences. In addition, these materials facilitate schoolwide activities that promote a print-rich, bilingual environment.
- Cultural emphasis is also promoted through parental involvement and participation. Parents participated in meetings, conducted in Spanish and English, in which the resource teachers invited parents to participate in classroom instruction. Approximately 100 parents also participated in training sessions on parenting, ESL, and computer classes in 1997-98.
- During 1997-98, the DLP served 1,116 students, including 341 LEP students. Fifty-eight (58) teachers, of whom 38 were certified in bilingual education and nine were certified in English as a Second Language, as well as other support personnel were served by the DLP. Both campuses utilize site-based management and the DLP is being accomplished with the direction and support of the two campus principals.
- DLP staff and consultants provided 18 staff development sessions for teachers and administrators, plus special training for teachers who will later serve as "consulting teacher trainers."
- DLP staff worked with the computer lab technicians at each campus to provide learning opportunities for students using

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developmentally appropriate multimedia software in both English and Spanish.

- Staff use e-mail for most campus communication and work in computer labs in preparation for the district-mandated technology exam. Teachers earn technology certification on the basis of the ClarisWorks Basic Competencies Test. At Metz, 10 teachers have completed technology certification, while at Sánchez 11 teachers have completed technology certification.
- *Texas Assessment of Academic Skills:* On the spring TAAS administration, LEP students at Sánchez passed at a higher rate than non-LEP students on 4th grade writing and 5th grade reading. LEP students at Metz outperformed non-LEP students on 3rd and 5th grade mathematics, and passed at the same rate on 5th grade reading.
- *Iowa Test of Basic Skills:* At Metz, non-LEP students scored considerably higher than LEP students on both the third-grade reading and mathematics tests and the fifth-grade reading test; however, LEP students as a group did better on the fifth-grade mathematics test. At Sánchez, non-LEP students as a group outperformed LEP students on third-grade reading and mathematics. However, at fifth grade, LEP students had higher mean scores on both the reading and mathematics tests.
- *Language Assessment Scales (LAS-O):* Overall at Sánchez Elementary School, the spring 1998 average LAS-O Level scores are higher than fall 1997 scores. Students tested in English in grades 2, 3, and 4, on average scored at the Fluent Speaker of English level (Levels 4 and 5). Students tested in Spanish in grades 2, 3, And 5 on average scored at the Limited Speaker of Spanish level (Level 2).
- Overall at Metz Elementary School, the spring 1998 average LAS-O Level scores were higher than fall 1997 scores; with the exception of spring 1998, English scores in grade 4 and Spanish scores in grades 4 and 5. Students tested in English in grades 1, 2, 3, and 4 on the average scored at the Fluent Speaker of English level (Level 4). Students tested in Spanish in grades 1, 3, 4, and 5 on average scored at the Non-Speaker of Spanish level (Level 1) and students tested in grade 2 scored at the Limited Speaker of Spanish level (Level 2).
- *Attrition:* The original cohort (1995-96) of PK-3 students totaled 596 in the two schools. In the 1997-98 school year, 459 (77%) of the original cohort were still in the program. Extrapolating from this rate, it is projected that 60%-65% of the original cohort will remain in the program in the final two years of the grant.

Recommendations

1. Continue to insure that both schools are implementing the DLP in a consistent and timely manner.
2. Continue to insure that professional staff development activities reflected in the Campus Improvement Plans are inclusive of the goals of the DLP.
3. The analysis of the LAS-O data show only slight gains by many DLP students on oral Spanish proficiency, thus raising questions about the extent of Spanish language instruction in the project. During the 1998-99 school year, the project may choose to examine and specify the extent and manner in which each school is utilizing English and Spanish instruction at each grade level.
4. As most of the DLP students in the original cohort are progressing academically, teachers in the upper grades will need professional development. The professional development should focus on instructional components in Spanish as a Second Language and Spanish for the Content Areas.
5. With the successful operation and implementation of the DLP in place, the evaluation will continue to track the original cohort of students over the next two to three years.
6. Additional resources must be budgeted for the second biennial evaluation report, which will be due in December 1999 year. The biennial report will require additional analyses and reporting as called for in comprehensive schoolwide projects.

Budget Implications

Funding Source: Federal, Improving America's School Act (IASA), P.L. 103-382 (1994) and 100-27 (1988).

Funding Year: 1997-98

Funding Amount: $250,000
Additionally, both schools coordinated programs with funds received through other federal, state, district, and city funds.

A copy of the full report for which this is the Executive Summary is available as Publication 97.21 from:
Austin Independent School District
Office of Program Evaluation
1111 West Sixth Street
Austin, Texas
78703-5399
(512) 414-1724

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INTRODUCTION

During 1997-98, the Austin Independent School District (AISD) completed the third year of a five-year comprehensive school grant funded by Title VII, Part A of the Improving America's School Act (IASA). The purpose of the grant is to implement a dual language (English and Spanish) instructional program for students in grades Pre-K to six in two elementary schools, Metz and Sánchez. The schools, located in east Austin, have high percentages of Limited English Proficiency (LEP) students. This report evaluates the third year of the project while updating information from the first two years.

The Austin Comprehensive School Project, entitled "Dual Language Project: Dos Idiomas, Un Mundo," is upgrading all instructional programs for LEP and non-LEP students in the two participating schools. The schools, which serve predominantly Hispanic populations, have become year-round, single-track schools. The year-round schedule allows teachers to teach material more effectively and benefits working parents in need of child care services.

The project annually serves about 1,000 students, of which about 30% are classified as LEP. The goal of the project is for all students to develop native-like oral proficiency and grade-level appropriate reading/writing skills in both English and Spanish. Students develop first and second language skills while being engaged in concept development in heterogeneous groups at each grade level. Instruction is provided through cooperative learning, computer-assisted instruction, and self-paced (student choice) instruction.

The two main instructional programs are ADAPTA (A Developmentally Appropriate Program for Teaching), which integrates Montessori materials and techniques with whole language strategies, and FO/D (Finding Out/Descubrimiento), an English/Spanish science/math program that promotes the development of higher-level thinking skills. These programs facilitate the integration of English dominant speakers with Spanish dominant speakers and bilingual students while helping all students achieve concrete and abstract learning.

The ADAPTA and FO/D programs in Metz and Sánchez are being integrated with AISD's newly adopted initiatives including:

- Math Investigations The K-5 mathematics curriculum focuses on topics dealing with numbers, data analysis, and geometry. Units are built around several investigations, varying in length and difficulty, that offer a variety of problem contexts for students to explore. The program provides all the information teachers need to implement a complete mathematics curriculum.
- Science and Technology for Children (STC) The 24 science units in this program provide all students with stimulating experiences in the life, earth, and physical sciences and the use of technology while simultaneously developing critical thinking and problem solving skills.
- Primary Assessment of Language and Math (PALM) This program provides an on-going assessment model for guiding instruction. It focuses upon a child's strengths and incorporates this information into each child's daily instruction. It also allows teachers to monitor and evaluate each child's ability and performance.

- Full Option Science System (FOSS) This developmentally appropriate science program combines the content and process of science to accomplish its goal, which is to "develop scientific literacy for all students and instructional efficiency for all teachers."

The Dual Language Project (DLP) has produced an environment at each school that reflects the goals of bilingualism, multiculturalism, and biliteracy. This has been achieved by providing teachers with a variety of literacy-enhancing skills and by compiling cultural units of study for campus teacher use. Teacher Resource Notebooks for cultural activities are housed at each campus. These Notebooks have been compiled by DLP personnel from resource files, as well as from sources on the Internet. Topic areas include: 1) Spanish poetry, 2) Spanish/English songs, rhymes, and games, 3) Literacy, 4) Día de los Muertos, 5) Black Heritage, 6) Hispanic Recipe Book, 7) English/Spanish cassettes, 8) the 16 de septiembre, and 9) Navidad/Christmas.

Intensive staff development is provided for all teachers (Pre-K-3) implementing the instructional program on use of Montessori techniques, and on Montessori and ADAPTA instructional materials. The DLP staff and consultants provided 18 professional staff development sessions for teachers and administrators. Special training was provided for teachers, who following training, serve as "consulting teacher trainers", on Finding Out/Descubrimiento; at their respective grade levels and campuses.

Throughout the year, both campuses simultaneously participate in at least two cultural units of study on a schoolwide basis. The units of study were complete with student-produced work, student displays, and culminating activities related to Día de los Muertos and Black History.

In addition to providing dual language instruction in the classroom, schools provide daily school assemblies that encourage student participation in English and Spanish in the areas of art, music, and other cultural activities. At each campus, dual language displays of students' work are promoted, reflecting the use of dual language in instruction, materials, and technology.

Parental involvement and participation is stressed in both campuses. Parents participate in meetings, conducted in English and led in Spanish, in which the resource teachers invite parents to participate in the classroom. After training, parents have the opportunity to work alongside resource teachers on the construction of materials for student use or engage in volunteer activities, such as reading to children and teaching cultural customs.

Parents also participate in parenting sessions conducted by the parent representative at each campus, and in ESL and computer classes offered at each campus. Metz has provided a variety of parent workshops, including a Family Mathematics Night, and field trips for parents.

Sánchez parents participate with Americorps personnel in the Parents Advocates for Literacy (PALS) program, meeting for 45 minutes each morning and working with Pre-K students. Sánchez also sponsored two Family Mathematics Nights in conjunction with Americorps members. Parents come to school on a regular basis to eat lunch with their children and help construct classroom materials for the use of teachers.

Along with program and school personnel, parents from both campuses attend state and national conferences to keep informed of current trends in dual language instruction. These activities serve to strengthen the home-school partnership.

PROJECT STATUS

The previous *Biennial Evaluation Report, 1995-97* (OPE Publication Number 96.08) and the *Annual Performance Report, 1997-98* presented detailed information on developments within the performance objectives. Major accomplishments during the third year are presented below as educational restructuring continues in the two schools.

STAFF

Housed on the Sánchez campus, the Dual Language Project (DLP) consists of a staff of four, all of whom devote 100% of their time to the project. The project is coordinated by the project specialist. He is assisted by two resource teachers and the project secretary. The project specialist and one resource teacher are supported by the grant. The other resource specialist is supported by local funds, with equal contributions from the two campuses.

None of the present project staff were part of the original Dual Language Team in Fall 1995. The current staff date to the second and third years of project implementation. The project specialist joined the team in November 1997. Resource teachers commenced working October and November 1996, while the project secretary began April 1996.

One resource teacher has Montessori teaching credentials and 8 years teaching experience; the other has Bilingual/ESL certification and 19 years of bilingual classroom experience. The project specialist has 22 years of service with AISD. He has served as a bilingual classroom teacher in grades 3-6, as a special education teacher, a campus curriculum specialist, curriculum writer, and as a consulting teacher trainer. His teacher certification is for elementary Bilingual/ESL, 1-6 and regular Special Education, K-12.

INSTRUCTION

More than 1,100 students were served in the two campuses during 1997-98. Information on student enrollment and the numbers of teachers, teacher assistants, and support personnel at each campus are shown in Tables 1, 2, and 3.

Table 1: Student Enrollment, Metz and Sánchez Elementary Schools, 1997-98

	PreK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Total
Metz									
LEP	25	31	22	21	24	14	19	14	**170**
Non-LEP	35	50	65	63	55	51	56	43	**418**
Metz-All	*60*	*81*	*87*	*84*	*79*	*65*	*75*	*57*	***588***
Sánchez									
LEP	19	20	30	23	18	22	20	19	**171**
Non-LEP	36	52	54	34	55	44	36	46	**357**
Sánchez-All	*55*	*72*	*84*	*57*	*73*	*66*	*56*	*65*	***528***
DLP Total	**115**	**153**	**171**	**141**	**152**	**131**	**131**	**122**	**1,116**

Table 2: Staffing at Metz Elementary School, by Grade* and Positions, 1997-98

Staff	PreK/K	K/1	Gr. 1/2	Gr. 2/3	Gr. 3/4	Gr. 4/5	Gr. 5/6	Total
Bilingual	5	3	3	3	3	2	1	20
ESL	1	0	1	1	0	0	2	5
Other Teachers	2	0	1	1	0	2	0	6
Teacher Assistants	0	0	0	0	1	0	1	2
Support Staff								19
Total Staff	**8**	**3**	**5**	**5**	**4**	**4**	**4**	**51**

*Metz utilizes multi-age classrooms with one exception at grade 6.

Table 3: Staffing at Sánchez Elementary School, by Grade and Positions, 1997-98

Staff	PreK	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Total
Bilingual	2	3	3	2	2	2	2	2	18
ESL	0	1	2	1	0	0	0	0	4
Other Teachers	1	0	0	0	2	1	1	0	5
Teacher Assistants	0	0	0	0	0	0	1	0	1
Support Staff									38
Total Staff	**3**	**4**	**5**	**3**	**4**	**3**	**4**	**2**	**66**

As seen in Table 1, the DLP served 1,116 students at the two campuses, including 341 LEP (30%) and 775 non-LEP (70%). At least 81% of these students are eligible for the federal free or reduced-price lunch program. Also, 10% of students at each campus are from migrant families.

Students received their instruction from 58 teachers and two teacher assistants, and were assisted by 57 support staff. Of the 58 teachers involved in the DLP in the two schools, 38 (65%) have bilingual/ESL certification and nine (16%) have ESL endorsement. The 11 other teachers are certified teachers with various specializations.

Also, 57 support personnel are participating in the Project. Table 4 lists the support staffs, by position, in the two schools: 38 in Sánchez and 19 in Metz. Forty-two percent (42%) of the Sánchez support staff have Bilingual/ESL certification, as do 53% of the Metz support staff.

Table 4: Dual Language Project, Support Personnel at Sánchez and Metz, 1997-98

Position	Grades Served	Sánchez	Metz
Principal	Pre-K-6	Bilingual	Bilingual
Helping Teacher	Pre-K-6	**0	Bilingual
Counselor	Pre-K-6	Bilingual	0
Counselor	Pre-K-6	0	
Music	Pre-K-6	0	0
Art	Pre-K-6	0	0
P.E.	Pre-K-6	0	Bilingual
Librarian	Pre-K-6	0	0
Computer Technician	Pre-K-6	Bilingual	Bilingual
Speech	Pre-K-6	Bilingual	0
Speech	Pre-K-6		0
Special Education	Pre-K-6	Bilingual	Bilingual
Special Education	Pre-K-6	Bilingual	0
Special Education	Pre-K-6	0	
Special Education	Pre-K-6	0	
Reading Recovery/Literacy	RR: Grade 2/3		Bilingual
Reading Recovery/Literacy	RR: Grade 3/4		Bilingual
Reading Recovery/Literacy	RR: Grade 6		ESL
Content Mastery	K-6		0
Content Mastery Assistant	K-6		Bilingual
Parent Training Specialist	Pre-K-6	Bilingual	Bilingual
Curriculum Specialist	Pre-K-6	0	Bilingual
PALS Coordinator	Pre-K	0	
PALS (10 parents)* **	Pre-K	6 of 10	
Americorps* **	K-3	3 of 11	
Total Support Staff		38	19
Total Bilingual Staff		16 (42%)	10 (53%)
Total ESL Staff		0 (0%)	1 (5%)

*0=No Bilingual/ESL certification

**Blank=no position on that campus

***Do not possess teaching certificates.

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The DLP instructional program is continuing to use the approach developed for the project. Project staff continue to be trained on the ADAPTA curriculum. In the ADAPTA model of emergent literacy, students learn to use manipulatives in small groups prior to working with them independently. The focus of the DLP is on five of the ADAPTA modules. The titles of the modules are as follows and the objectives from the original proposal are listed in parenthesis.

- Practical Life Module (Objectives 1.1 and 1.2)
- Language Module (Objectives 2.1, 2.2, 2.3 and, 2.4)
- Sensorial Module (Objective 4.1, 4.2, 4.3)
- Mathematics Module (Objectives 4.1, 4.2, 4.3)
- Cultural Studies (Objective 3.1)

Following training on the different modules, the DLP Specialist and the Resource Teachers provide direct support to the teachers in the classroom to further facilitate the implementation of the ADAPTA modules.

Teachers in Grades 2-6 use FO/D (Finding Out/Descubrimiento), a dual language science/mathematics program. FO/D uses cooperative learning tó promote hands-on concept development and problem-solving in mathematics and science. FO/D contains exercises and experiments that are focused on developing higher-level thinking skills (Objectives 4.2, 4.2, 4.3). During the year, both Sánchez and Metz sent one teacher per grade level, a total of 10, to the FO/D Training of Trainers Institute where they learned to ser.e as campus resource persons on the FO/D model.

In addition to the above-mentioned instructional materials, teachers provide students, both English and Spanish speakers, with a variety of second language opportunities and experiences in the classroom. The DLP has provided recorded music, games, a literacy notebook, and cultural notebooks to aid in schoolwide activities that promote a print-rich bilingual environment at each school (Objectives 4.2, 4.2.3, 4.3.3). Teachers are encouraged to use these resources to develop additional second language activities for whole and small groups of students and for learning centers in their classrooms.

Recently, the DLP has acquired the Total Physical Response (TPR) materials for all teachers at both campuses. TPR is a proven, highly effective method for teaching and learning a foreign language. It actively engages both the teacher and student in fun activities that provide real, practical use of the language (Objectives 1.1, 1.2).

The DLP is a two-way dual language program whereby instruction in English and Spanish is provided to limited English proficient (LEP) and native English-speaking students (non-LEP). Actually, "dual language" may include any program that involves the use of two languages (e.g. a developmental bilingual program). In the two-way model, all students, LEP and non-LEP, develop language and academic skills in English and Spanish and students are instructed and assessed in both languages. Further information on the professional development sessions and on the ADAPTA and Finding Out/Descubrimiento workshops, at specific grade levels is cited in Appendix A. During the training activities, the teachers were provided with a theoretical background as it pertained to the program materials, and the consultants demonstrated the use of the materials. Teachers had ample time for hands-on practice, suggestions for

multiple uses for the instructional materials were discussed, and time was allowed for questions and answers. On occasion lessons and the use of the materials were modeled in Spanish and English. Following the training, the project specialist and the resource teachers would provide support to teachers through demonstration of language and mathematics lessons in the classroom.

Program Coordination

Schoolwide coordination is achieved through project goals that are integral parts of each school's Campus Improvement Plan (CIP). The Campus Advisory Council (CAC), composed of parents and teachers, further promotes goals at each campus. Each campus provides a Schoolwide Title I program for all its students, thereby extending services through the integration of federal, state, and local resources.

Also, collaborative relationships with community resources enhance the project by providing resources for training teachers and parents. Collaborative agencies involved with staff and parent development include the Dana Research Center (UT-Austin), the STAR Center (Comprehensive Assistance Center located in IDRA, San Antonio), Americorps (UT-Austin, College of Education), and a number of business partners and community organizations.

Management

Both schools utilize site-based management and parent involvement in accomplishing program planning and implementation. Systemic reform initiatives at each campus are addressed in the Campus Improvement Plan. Both campuses have strong administrative and instructional leadership, which along with their support of the DLP staff, has facilitated management and implementation of the project.

Hiring of project staff is done by the principals of the two schools in conjunction with the AISD Department of Bilingual Education. DLP staff are supervised mainly by the Sánchez principal with input from the Metz principal. Staff are evaluated annually using district procedures, and receive feedback and recommendations for improving their academic, interpersonal, and managerial skills.

Budget allocations and disbursements are planned and provided equally at both campuses. Every effort is made to coordinate federal, state, and district initiatives to support the goals of the project. For example, Title I funds were used to purchase Spanish materials. To better accommodate all students, Title I monies were used to acquire companion English materials, thereby allowing all students to work with a bilingual set of materials. Also, Title VII funds are used to support one of the resource specialists, while local funds, with equal contributions from each campus, support the other resource specialist.

Essential project records and student files are maintained at each campus. The assessment and data collection process is facilitated by the district evaluation staff working with site-based project staff. This year DLP staff and the district evaluation staff created a student database to facilitate student tracking and computer processing of student information. The DLP staff are primarily responsible for carrying out achieving the English and Spanish testing of Cohort 1-All Students.

Staff Development

During 1997-98, the professional staff development activities focused on teacher support and on the continued implementation of the ADAPTA and FO/D programs. In addition concerted efforts were made at achieving the integration and alignment of the ADAPTA and FO/D curriculum with AISD curriculum initiatives. Those initiatives include: Math Investigations, Science and Technology for Children, Primary Assessment of Language and Mathematics, and the Full Option Science System. Also, the development of receptive and expressive language skills in the primary (L1) and secondary language (L2) continued with a strong emphasis on writing skills.

These staff applications, along with related materials and dual language methods, included 11 additional Pre-K-6 classrooms this year and 15 additional teachers who were either new to the schools or current grade levels. Staff additions were due to the two schools absorbing 279 students as the result of school boundary adjustments, increases in student enrollment at certain grade levels, and teacher attrition.

The major staff development activities for teaching and administrative staff during the year are listed and described in Appendix A. A total of 18 professional staff development sessions were provided for teachers from both schools. Ten workshop (56%) were held during the 1997 fall semester, and eight (44%) were held during the spring semester. Most (94%) of the DLP training was provided for teachers, who taught students in grades pre-K-3, and one (6%) workshop for teachers, who instructed students in grades 2-6. In the 1997-98 school year, Cohort 1 students were in grades 1-5.

In 1997-98, a total of 253 teachers and other administrative staff participated in professional staff development supported by the Dual Language Program. The workshops occurred in increments of two to six and one-half hours; with most workshops lasting six hours. Seventy-two (72%) of the training sessions lasted six hours, 16% lasted three hours, 6% lasted six and one-half hours, and 6% lasted two hours. Altogether, 95.5 hours of professional staff development on a variety of ADAPTA subjects and materials, ADAPTA Individualized Language Activities, and Finding Out/Descubrimiento were delivered to teacher and other administrative staff for a total of 15,770.5 staff hours (see Table 5).

Table 5: Professional Staff Development, Teachers and Other Administrative Staff.
Metz and Sánchez Elementary Schools, 1997-98

Duration of Workshop-Number of Hours	Number of Workshops	Number of Participants	Total Number of Staff Hours
2	1	6	12
3	3	27	243
6	13	197	15,366
6.5	1	23	149.5
Total	18	253	15,770.5

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The project ensures significant support to all staff in the implementation of the curriculum through a comprehensive staff development program:

- teaching staff receives training by consultants with expertise in the fields of language acquisition, Montessori methodology, and mathematics and science.
- training manuals are kept by participants, including a description of the methods taught by consultant, teaching plans and strategies that were prepared in connection with training, and detailed specific lessons that were developed to teach cognitive skills.
- videotaped demonstrations of lessons and materials used in teaching modules are available for checkout by teachers.
- DLP staff prepares copies of published research articles on topics related to dual language program instruction. Information on materials and training is disseminated via e-mail.
- DLP staff have set up a teacher/parent resource library containing items for loan to either parents or teachers. Items include resources such as Dual Language Project information notebooks, cooperative learning notebooks, Spanish rhymes, games, videotaped lessons of previous training, cassettes with Spanish and English music, a literacy notebook, Montessori literature, and cultural units. DLP staff are continually compiling information for teacher use.
- Montessori handbooks were purchased and distributed, with one copy supplied at every two grade levels for teachers to have as an additional resource.
- classroom teachers receive direct support from project resource teachers through technical assistance, demonstration teaching, preparation of special materials, sharing within grade-level teams, and corresponding parent training that supports classroom instruction.

Besides using consultants and resource teachers in staff development, a lead teacher is often assigned to participate in special, often off-site, staff development workshops with the responsibility of delivering training to local cadres of teachers and parents.

During the 1997-98 school year, teachers and staff attended Collaborative Teaching, Total Physical Response, Finding Out/Descubrimento and Cooperative Learning workshops. The project specialist and resource teachers attended a nine-day training session on Kagan's Cooperative Learning Strategies. The DLP Staff will present Cooperative Learning training to teachers in both campuses during fall 1998. Thus, in addition to formal training sessions on the core materials and schoolwide applications of dual language methods, a variety of continuing training and technical assistance activities are available to staff that promote the implementation and restructuring of education in the two campuses.

TECHNOLOGY

Instructional technology is a major focus of the DLP (Objectives 2.1.2-2.1.7 and 2.2.1-2.2.7). During the first two years, the emphasis in this area was upon the acquisition of bilingual materials and software, such as reading materials in English and Spanish and the acquisition and use of Accelerated Reader software program in English and Spanish. Other materials acquisitions included "*Heart Beeps™*," a program to reinforce Texas Assessment of Academic Skills (TAAS) test objectives in Spanish, writing software in both languages, and a science

dictionary in Spanish. Appendix B provides information on technology developments during 1997-98.

Computers have not been purchased with Title VII funds. Presently, DLP students at Metz have access to 72 computers located in 34 classrooms and 29 computers in the computer lab and the school library. Internet connections are available for students in 20 of the 34 classrooms and on 28 computers in the lab. Sánchez students have access to approximately 100 computers located in 34 classrooms and 29 computers in the computer lab and the school library. There are 34 Internet connections available at Sánchez in 34 classrooms and on 30 computers in the lab and library.

The Computer Lab Technicians ("techs") at each campus provide learning opportunities for students using developmentally appropriate multimedia software in both English and Spanish, as well as TENET/Internet access. While the classroom teacher is responsible for project-based, technology supported instruction, techs provide direct instruction on computer skills and software manipulation in the lab classes. Students produce a variety of projects using computer technology.

Teachers have access to e-mail and each teacher has an e-mail address. Staff are encouraged to use e-mail for a majority of their on-campus communication, which includes school bulletins, announcements, and communication with parents. Also, staff use the computer labs to prepare their technology skills in anticipation of the AISD-mandated technology competency evaluation. Teachers earn technology certification on the basis of the ClarisWorks Basic Competencies Test. At Metz, 10 teachers have completed technology certification, while at Sánchez 11 teachers have completed technology certification.

Parent Involvement

The project annually provides a wide range of parental involvement and parent training activities. Due to the positive feedback from parents who attended the National Association of Bilingual Education (NABE) last year, DLP staff elected to forego attending the Texas Association of Bilingual Education (TABE) Conference this year in order to allow two additional parents to attend the NABE 1999 Conference. A parent orientation meeting was held for the parents going to NABE, giving them information about the workshops, schedules, and hotel accommodations. The DLP staff and the parent training specialists at both campuses worked cooperatively to purchase video tapes on substance abuse. The video tapes were used at parent training sessions on substance abuse. In addition, the parent training specialists have provided parent training activities on literacy.

Through Title VII, parent/child computer classes were held at Sánchez and Metz. Parents were able to review software programs, use processing software in English and Spanish, access sites on the Internet, and communicate with their children during the school day.

Conference Presentation and Attendance

The participation by DLP teachers, teachers, and parents in professional meetings is reported in Appendix C. Nineteen (19) major presentations are listed. Related activities are cited under "staff development" which include DLP staff and teachers participating in training sessions that would prepare them as "trainer of trainers" in various curriculum areas.

EVALUATION FINDINGS

ORAL LANGUAGE PROFICIENCY-ENGLISH AND SPANISH (GOAL 1.1 AND 1.2)

Language Assessment Scales (LAS) – Short Form

The Language Assessment Scales (LAS) constitute a comprehensive system designed to provide complete information about a student's language proficiency. The LAS consists of two major tests batteries: the Language Assessment Scales-Oral (LAS-O), which measure listening and speaking, and the Language Assessment Scales-Reading/Writing (LAS-R/W), which measure reading and writing skills in English (De Avila & Duncan, 1994: 1), and is available in short and long forms. The DLP chose to administer the short form of the LAS-O. Henceforth, any reference to the LAS will solely refer to the Oral Test Battery, short form. The LAS is available in English and Spanish versions (De Avila & Duncan; 1987: Duncan & De Avila, 1986). The LAS can be administered to students between ages 6 ½ to 18, and who are in grades 1-12.

The LAS-O is the result of more than a decade of field use and research and uses a convergent approach for assessment of oral proficiency. It is not an achievement test in the strictest sense and is not used for that purpose for the DLP. The LAS-O includes one direct measure of language proficiency—the *"Cuentos"* section in the Spanish LAS and the *"Stories"* section in the English LAS. Oral proficiency is measured by a procedure called focused holistic scoring, based on the results of research with students from Hispanic and Anglo-American ethno-linguistic groups. To maintain the reliability and validity of the LAS tests, all tests were administered by proficient, literate speakers of English and Spanish. To increase reliability, the *Cuentos/Stories* student response portion of the test was audiotaped. In addition testers had to undergo an intensive training session in administration and scoring of the tests.

The LAS scores of the students determine when they take the academic achievement assessments (Iowa Test of Basic Skills and La Prueba de Realización). Since the LAS-O scores are crucial in determining the students' readiness for academic achievement assessment, the LAS-O levels are explained in Table 6.

Table 6: LAS-O Scores, Levels, English, and Spanish Categories, 1997-98

Total Score	LAS Level	English LAS Category	Spanish LAS Category
85-100	5	Fluent Speaker of English	Fluent Speaker of Spanish
75-84	4	Fluent Speaker of English	Fluent Speaker of Spanish
65-74	3	Limited Speaker of English	Limited Speaker of Spanish
55-64	2	Limited Speaker of English	Limited Speaker of Spanish
0-54	1	Non-Speaker of English	Non-Speaker of Spanish

Students who score less than a level 4 on the LAS-O, in either Spanish or English, are retested annually until they attain at least a level 4 in the first language (L1) and the second language (L2). Once students reach a level of 4 or 5 on the LAS-O in the first and the second language, they are not retested until the fifth year of the DLP, or until they reach grade 6 and are about to exit the elementary instruction program. In spring 2000 (fifth year of DLP funding), all third grade students in Cohort 1 (the original group of DLP students) scoring a level 5 in LAS-O

in L1 and L2 will be assessed to determine language maintenance in L1 and L2 with an appropriate oral language proficiency instrument.

During fall of the 1997-98 school year, the program staff, the instructional coordinator, and the evaluation associate revisited the original testing plan addressed in the proposal. One of the recommendations in the *Title VII Biennial Evaluation Report, 1995-97* (OPE Publication Number 96.08) had addressed the need to reopen the testing discussion in order to determine what was feasible in terms of staff, program resources, and cost effectiveness. The program staff decided to follow-up only the original Cohort 1 of students because they would be the group of students who would most benefit from the program's instructional activities. The original Cohort 1 consisted of students in grades Pre-K-3 in 1995-96 and in the 1997-98 the students were in grades 1-5.

In 1997-98, the first and second graders at both schools were administered the LAS-O for the first time because the only scores previously available for both groups were Pre-LAS scores. Previous language testing has produced clouded results because the Pre-LAS-O and the LAS-O do not possess scalar comparability. That is, a score of 4 or 5 on the Pre-LAS does not mean the same thing on the LAS-O. The students in grades 3, 4, and 5, who had not reached a level of 4 or 5 in the previous testing cycle were retested to determine their oral language proficiency. Students were tested during fall 1997 and spring 1998 to assure that all students in Cohort 1 participated in the oral language proficiency assessment.

A total of 129 students were tested with the English LAS and 284 with the Spanish LAS during fall 1997 from both schools. During spring 1998, a total of 145 students from Metz and Sánchez schools were administered the English LAS and 143 were administered the Spanish LAS. Tables 7 and 8 present the original number of students in Cohort 1, the number of students who moved, the number of students tested by school, and grade level.

Table 7: Sánchez Elementary School, Original Number of Students, Number of Students Who Moved, Number of Students Tested, Fall 1997 and Spring 1998

Grade	Original Number of Students, 1995-96*	Number of Students Who Moved, January 1998	Number of Students Tested Fall 1997		Number of Students Tested Spring 1997	
			English	Spanish	English	Spanish
1	50	8	12	12	32	31
2	53	20	--	5	32	28
3	65	19	15	28	11	14
4	66	18	2	13	14	29
5	62	14	13	34	--	3
Total	297	79	42	92	89	105

(*Since the inception of the DLP, six students have transferred to Sanchez Elementary School from Metz Elementary School.)

Table 8: Metz Elementary School, Original Number of Students, Number of Students Who Moved, Number of Students Tested, Fall 1997 and Spring 1998

Grade	Original Number of Students, 1995-96*	Number of Students Who Moved, January 1998	Number of Students Tested Fall 1997		Number of Students Tested Spring 1997	
			English	Spanish	English	Spanish
1	46	6	24	28	16	11
2	70	11	22	45	38	15
3	63	12	23	40	1	7
4	63	17	12	39	1	3
5	62	12	6	40	--	2
Total	304	58	87	192	56	38

(*Since the inception of the DLP, one student has transferred to Metz Elementary School from Sanchez Elementary School.)

The LAS-O levels of the students tested were averaged by grade and for each semester in which the students were tested. Tables 9 and 10 present the averaged level scores for Sánchez Elementary School and Metz Elementary School, respectively. The data for Sánchez Elementary School indicate:

- Baseline data for students tested in fall 1997 in grade 1 in both English and Spanish indicated that students were at Level 1 (assigned to non-speakers of English or Spanish).
- Baseline data for students tested in fall 1997 in grade 2 in Spanish indicated that students were at Level 1 (assigned to non-speakers of Spanish).
- The data for students re-tested in fall 1997 in grades 3, 4, and 5 in English indicated that students were at Levels 2 and 3 (assigned to limited speakers of English). The data for students re-tested in fall 1997 in grades 3, 4, and 5 in Spanish indicated that students were at Level 1 (assigned to non-speakers of Spanish).

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- Baseline data for students tested in spring 1998 in grade 1 in English indicated that students were at Level 3 (assigned to limited speakers of English), and the level in Spanish in grade 1 was at Level 1 (assigned to non-speakers of Spanish).
- Baseline data for students tested in spring 1998 in grade 2 in English indicated that students were at Level 4 (assigned to fluent speakers of English), and the level in Spanish grade 2 was at Level 2 (assigned to limited speakers of Spanish).
- The data for students re-tested in spring 1998 in grades 3, and 4 in English indicated that students were at Levels 4 and 5 (assigned to fluent speakers of English). The data for students re-tested in spring 1998 in grades 3, 4, and 5 in Spanish indicated that students were at Levels 1 and 2 (assigned to non-speakers and limited speakers of Spanish), respectively.
- *Overall at Sánchez Elementary School, the spring 1998 average LAS-O Level scores are higher than fall 1997 scores. Students tested in English in grades 2, 3, and 4, on average scored at the Fluent Speaker of English level (Levels 4 and 5). Students tested in Spanish in grades 2, 3, and 5 on average scored at the Limited Speaker of Spanish level (Level 2).*

Table 9: Sánchez Elementary School, Average LAS-O Level Scores for Students Tested Fall 1997 and Spring 1998

Grade	Average LAS Level Scores Fall 1997		Average LAS Level Scores Spring 1998	
	English	Spanish	English	Spanish
1	1.66	1.25	3.81	1.90
2	0	1.20	4.03	2.28
3	3.33	1.71	4.72	2.00
4	2.50	1.38	5.00	1.37
5	3.84	1.52	--	2.33

The data on Table 10 for Metz Elementary School indicate:

- Baseline data for students tested in fall 1997 in grades 1 and 2 in English indicated that students were at Level 2 (assigned to limited speakers of English). The data for students re-tested in fall 1997 in grades 1 and 2 in Spanish indicated that students were at Level 1 (assigned to non-speakers of Spanish).
- The data for students re-tested in fall 1997 in grade 3 in English indicated that students were at Level 3 (assigned to limited speakers of English).
- The data for students tested in fall 1997 in grades 4 and 5 in English indicated that students were at Level 4 (assigned to fluent speakers of English).
- The data for students re-tested in fall 1997 in grades 3, 4, and 5 in Spanish indicated that students were at Level 1 (assigned to non-speakers of Spanish).
- Baseline data for students tested in spring 1998 in grade 1 and 2 in English indicated that students were at Level 4 (assigned to fluent speakers of English).
- Baseline data for students tested in spring 1998 in grade 1 and 2 in Spanish indicated that students were Levels 1 and 2 (assigned to non-speakers of Spanish, and limited speakers of Spanish), respectively.

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- The data for students re-tested in spring 1998 in grades 3, and 4 in English indicated that students were at Level 4 (assigned to fluent speakers of English). The data for students re-tested in spring 1998 in grades 3, 4, and 5 in Spanish indicated that students were at Level 1 (assigned to non-speakers of Spanish).
- *Overall at Metz Elementary School, the spring 1998 average LAS-O Level scores were higher than fall 1997 scores; with the exception of spring 1998, English scores in grade 4 and Spanish scores in grades 4 and 5. Students tested in English in grades 1, 2, 3, and 4 on the average scored at the Fluent Speaker of English level (Level 4). Students tested in Spanish in grades 1, 3, 4, and 5 on the average scored at the Non-Speaker of Spanish level (Level 1) and students tested in grade 2 scored at the Limited Speaker of Spanish level (Level 2).*

Table 10: Metz Elementary School, Average LAS-O Level Scores for Students Tested Fall 1997 and Spring 1998

Grade	Average LAS-O Level Scores Fall 1997		Average LAS-O Level Scores Spring 1998	
	English	Spanish	English	Spanish
1	2.12	1.17	4.37	1.90
2	2.90	1.13	4.02	2.93
3	3.47	1.25	4.00	1.57
4	4.16	1.15	4.00	1.00
5	4.00	1.60	--	1.00

Tables 11 and 12 present the number and percent of students tested by grade, in English and Spanish, and their LAS-O Levels during fall 1997 and spring 1998. *The students in both schools are acquiring English, as the higher percentages and numbers of students demonstrate at the respective LAS-O Levels of 4 and 5 (Fluent Speakers of English). The higher percentages and numbers of students at Levels 1 and 2 (Non-Speakers of Spanish and Limited Speakers of Spanish) in the Spanish columns would indicate the dual language or Spanish acquisition for program students is occurring at a slower pace.*

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Table 11: Sánchez Elementary School, Number and Percent of Students Tested by Grade, English and Spanish at Each LAS-O Level, Fall 1997 and Spring 1998

LAS-O Level	Grade 1 Fall 1997				Grade 1 Spring 1998			
	English		Spanish		English		Spanish	
	#	%	#	%	#	%	#	%
5	0	--	0	--	10	31%	5	16%
4	0	--	1	8%	11	34%	2	6%
3	2	17%	0	--	7	22%	0	--
2	4	33%	0	--	3	9%	2	6%
1	6	50%	11	92%	1	3%	22	71%
Total	12	100%	12	100%	32	99%	31	99%
	Grade 2 Fall 1997				Grade 2 Spring 1998			
5	0	--	0	--	16	50%	7	25%
4	0	--	0	--	6	19%	2	7%
3	0	--	0	--	7	22%	1	4%
2	0	--	1	20%	1	3%	0	--
1	0	--	4	80%	2	6%	18	64%
Total	0	--	5	100%	32	100%	28	100%
	Grade 3 Fall 1997				Grade 3 Spring 1998			
5	0	--	2	7%	8	73%	3	21%
4	8	53%	1	4%	3	27%	0	--
3	5	33%	4	14%	0	--	1	7%
2	1	7%	1	4%	0	--	0	--
1	1	7%	20	71%	0	--	10	71%
Total	15	100%	28	100%	11	100%	14	99%
	Grade 4 Fall 1997				Grade 4 Spring 1998			
5	0	--	0	--	14	100%	0	--
4	1	50%	1	7%	0	--	2	7%
3	0	--	1	7%	0	--	1	3%
2	0	--	0	--	0	--	3	10%
1	1	50%	11	85%	0	--	23	79%
Total	2	100%	13	99%	14	100%	29	100%
	Grade 5 Fall 1997				Grade 5 1998			
5	5	38%	1	3%	0	--	0	--
4	2	15%	3	9%	0	--	0	--
3	5	38%	2	6%	0	--	2	67%
2	1	8%	1	3%	0	--	0	--
1	0	--	27	79%	0	--	1	33%
Total	13	99%	34	100%	0	--	3	100%

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Table 12: Metz Elementary School, Number and Percent of Students Tested by Grade, English and Spanish at Each LAS-O Level, Fall 1997 and Spring 1998

LAS-O Level	Grade 1 Fall 1997				Grade 1 Spring 1998			
	English		Spanish		English		Spanish	
	#	%	#	%	#	%	#	%
5	0	--	0	--	10	63%	0	--
4	1	4%	0	--	4	25%	1	9%
3	7	29%	2	7%	1	6%	2	18%
2	10	42%	1	4%	0	--	3	27%
1	6	25%	25	89%	1	6%	5	45%
Total	24	100%	28	100%	16	100%	11	99%
	Grade 2 Fall 1997				Grade 2 Spring 1998			
5	1	4%	0	--	15	39%	0	--
4	7	32%	1	2%	10	26%	7	46%
3	6	27%	1	2%	12	32%	4	27%
2	5	23%	1	2%	1	3%	0	--
1	3	14%	42	93%	0	--	4	27%
Total	22	100%	45	100%	38	100%	15	100%
	Grade 3 Fall 1997				Grade 3 Spring 1998			
5	3	13%	0	--	0	--	1	14%
4	10	43%	0	--	1	100%	0	--
3	6	26%	2	5%	0	--	0	--
2	3	13%	6	15%	0	--	0	--
1	1	4%	32	80%	0	--	6	86%
Total	23	99%	40	100%	1	100%	7	100%
	Grade 4 Fall 1997				Grade 4 Spring 1998			
5	4	33%	0	--	0	--	0	--
4	6	50%	0	--	1	100%	0	--
3	2	17%	2	5%	0	--	0	--
2	0	--	2	5%	0	--	0	--
1	0	--	35	90%	0	--	3	100%
Total	12	100%	39	100%	1	100%	3	100%
	Grade 5 Fall 1997				Grade 5 1998			
5	2	38%	2	5%	0	--	0	--
4	2	15%	4	10%	0	--	0	--
3	2	38%	1	2%	0	--	0	--
2	0	8%	2	5%	0	--	0	--
1	0	--	31	78%	0	--	2	100%
Total	6	99%	40	100%	0	--	2	100%

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1995-97 RESULTS

During the 1997-98 school year, the student testing program included the English TAAS, Spanish TAAS, Iowa Test of Basic Skills (ITBS), La Prueba de Realización, and LAS-O English and Spanish tests. Data from the *Title VII Biennial Evaluation Report, 1995-97* (OPE Publication Number 96.08) was revisited and compared to the results of the 1997-98 school year. The results of the comparisons are the following.

- TAAS English: Comparing passing rates of third grade Dual Language Project students in 1996-97 and 1995-96, the 1996-97 results were higher in that 15% more students passed Reading, 1% more passed Mathematics, and 10% more passed All Tests Taken in 1996-97 than in the first year, 1995-96. (Spanish TAAS results in 1996-97 will serve as the baseline for 1997-98 results.)
- Iowa Test of Basic Skills: The results for DLP third and fifth graders were essentially the same in 1996-97 as in 1995-96 on Language, Mathematics, and Composite scales. (La Prueba de Realización, the Spanish achievement test scores in 1996-97 will serve as baseline data for 1997-98.)
- Peabody Picture Vocabulary Test: Randomly selected DLP students at Pre-K having scores on both the English and Spanish Peabody test in 1996-97 showed results that were 13.6 standard score points higher in English and 16.3 standard score points higher in Spanish than those of a randomly selected group of 95-96 Pre-K students.

1997-98 RESULTS

The data on Tables 13-18 were obtained by utilizing the Office of Program Evaluation's GENeric Evaluation SYStem (GENESYS). GENESYS provided demographic data, academic progress, and other achievement information on program students. GENESYS, a custom designed software package written in SAS programming language, accesses student data files maintained on the district's mainframe computer, and creates group profiles for any given set of students. Tables 13 and 14 present the number of LEP and non-LEP students, by grade, demographic indicators, and the attendance rate for all the students at each site. The average attendance rate, for students at Metz Elementary is slightly higher for non-LEP students than it is for LEP students. At Sánchez Elementary school, the average attendance rate is higher for LEP students than for non LEP students

Tables 15 and 16 present the results of the ITBS, and a comparison of the two school between LEP students and non-LEP students, at each school site.

- At third grade, fall administration of the ITBS reading and mathematics mean scores were generally higher at Sánchez than Metz for All Students, LEP Students, and non-LEP Reading. On mathematics for non-LEP students, Metz and Sánchez results are essentially identical.
- At fifth grade, the reading and mathematics mean scores of All Students and non-LEP students were higher for Sánchez than Metz. For LEP students, Sánchez Reading and Composite mean scores were higher than the scores of Metz, but the Metz mathematics mean score is higher.

Tables 17 and 18 summarize the percentages of LEP and non-LEP DLP students at Metz and Sánchez passing TAAS reading, writing, and mathematics subtests at Grades 3, 4, and 5 in the 1997-98 school year. Among the results are the following:

- *Third Grade:* At Sánchez, a higher percentage overall, both among LEP and non-LEP students, passed the TAAS reading subtest than at Metz, but greater percentages of students overall, both LEP and non-LEP, passed the mathematics subtest at Metz. Non-LEP students at both campuses did better than LEP students on both subtests.
- *Fourth Grade:* LEP students at Sánchez outperformed their non-LEP couterparts on the Grade 4 writing subtest; the reverse was true at Metz. Overall, a much greater percentage of students passed the writing section at Metz than at Sánchez.
- *Fifth Grade*: At Metz, LEP and non-LEP students passed the reading subtest in equal proportions, but at Sánchez a greater proportion of LEP students passed the reading test than their non-LEP counterparts. LEP students fared better on the mathematics subtest than non-LEP students at Metz, whereas at Sánchez non-LEP students passed at a higher rate. Overall, higher percentages of fifth-graders at Metz passed both subtests than at Sánchez.

Project Attrition The original DLP cohort (1995-96) consisted of 596 students at PK-3. At the end of the three-year period, there were 459 students, a loss of 137 students, resulting in an attrition rate of 23%. It is projected that about 365 original students, or approximately 61% of the original cohort, will still be in the project two years hence.

Table 13: Metz Elementary School, LEP and Non-LEP Students by Grade, Demographic Indicators, and Attendance Rates, 1997-98

	Number LEP Students	Number Non-LEP Students	Total
	Grade		
1	17	30	47
2	13	57	70
3	19	53	62
4	10	49	59
5	17	47	64
Total	76	226	302
Percent	(25%)	(75%)	(100%)
	Demographic Indicators		
Overage	0	25	25
Special Education	10	36	46
Gifted/Talented	0	1	1
Discipline Incidents	1	6	7
	Attendance Rate		
Fall 1997	97.3%	96.9%	97.0%
Spring 1998	95.7%	97.0%	96.7%
Average	96.5%	97.0%	96.9%

Table 14: Sánchez Elementary School, LEP and Non-LEP Students by Grade, Demographic Indicators, and Attendance Rates, 1997-98

	Number LEP Students	Number Non-LEP Students	Total
	Grade		
1	51	37	52
2	15	36	51
3	12	50	62
4	16	49	65
5	20	39	59
Total	78	211	289
Percent	(27%)	(73%)	(100%)
	Demographic Indicators		
Overage	5	15	20
Special Education	11	36	47
Gifted/Talented	0	19	19
Discipline Incidents	2	20	22
	Attendance Rate		
Fall 1997	98.1%	96.9%	97.2%
Spring 1998	96.8%	95.6%	95.6%
Average	97.5%	96.3%	96.6%

Table 15: Metz Elementary School, LEP and Non-LEP Students, ITBS Mean Percentiles, 1997-98

LEP Students						
	Reading		Mathematics		Composite	
Grade	Number Tested	Mean Percentile	Number Tested	Mean Percentile	Number Tested	Mean Percentile
3	16	16.1	16	18.1	--	--
5	20	11.2	20	30.4	20	17.2
Non-LEP Students						
	Reading		Mathematics		Composite	
Grade	Number Tested	Mean Percentile	Number Tested	Mean Percentile	Number Tested	Mean Percentile
3	35	27.2	35	35.0	--	--
5	35	20.8	35	25.4	35	18.1

Table 16: Sánchez Elementary School, LEP and Non-LEP Students, ITBS Mean Percentiles,1997-98

LEP Students						
	Reading		Mathematics		Composite	
Grade	Number Tested	Mean Percentile	Number Tested	Mean Percentile	Number Tested	Mean Percentile
3	9	20.3	9	19.6	--	--
5	20	18.3	20	28.1	20	21.1
Non-LEP Students						
	Reading		Mathematics		Composite	
Grade	Number Tested	Mean Percentile	Number Tested	Mean Percentile	Number Tested	Mean Percentile
3	43	31.8	43	34.6	--	--
5	35	32.3	35	42.6	35	39.5

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Table 17: Metz Elementary School, LEP and Non-LEP Students.
TAAS Percent Passing, 1997-98

LEP Students						
	Reading		Mathematics		Writing	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	12	42%	13	62%	--	--
4	--	--	--	--	7	57%
5	17	65%	17	71%	--	--
Non-LEP Students						
	Reading		Mathematics		Writing	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	31	58%	30	67%	--	--
4	--	--	--	--	41	78%
5	40	65%	39	59%	--	--

Table 18: Sánchez Elementary School, LEP and Non-LEP Students.
TAAS Percent Passing, 1997-98

LEP Students						
	Reading		Mathematics		Writing	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	7	71%	7	44%	--	--
4	--	--	--	--	9	78%
5	6	67%	16	44%	--	--
Non-LEP Students						
	Reading		Mathematics		Writing	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	40	78%	40	65%	--	--
4	--	--	--	--	41	46%
5	42	50%	33	64%	--	--

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CONCLUSIONS

The DLP has been effectively and efficiently implemented. The project staff are effectively accomplishing staff development, materials development, parent training, and student testing. Although the major emphasis is on the implementation and training of staff on the two major programs, ADAPTA and FO/D, the project is developing numerous bilingual, bicultural materials that promote the dual language climate in the two schools. Although the staff development, materials development, and parent training components are certainly impressive, the cultural component is probably the most outstanding component, not only for its scope and materials, but also for the range of cultural activities that comprise the academic and social climate of the schools.

Although preliminary, student achievement data comparing LEP and non-LEP students point to a narrowing of the achievement levels for the two groups of students at grades 3 and 5 on the Iowa Test of Academic Skills and the Texas Assessment of Academic Skills. Improvement has been greater in the mathematics than reading area, in part to the effect of the FO/D and other mathematics/science materials being used. Also oral language scores, both English and Spanish, show that an increasing number of students are achieving the "mastery level" (Level 4) on the Language Assessment Scales-O.

Data from the next two years will be more definitive in terms of students' language and academic achievement.

SUMMARY OF MAJOR FINDINGS

- The instructional goal of the project is to develop native-like oral proficiency and grade-appropriate reading/writing skills in both English and Spanish. The strategy is to develop students' first and second language skills, using instruction that promotes concept development, heterogeneous groups at each grade level, cooperative learning, computer-assisted instruction, and self-paced (student choice) instruction.
- The Dual Language Project is upgrading the instructional programs for about 1,000 students, including 300 LEP and 700 non-LEP, in the two schools, Metz and Sánchez. The two schools provide year-round, single-track schooling, which allows teachers to teach material more effectively while also benefitting working parents in need of child care services.
- Two principal instructional programs are being implemented, including (1) ADAPTA, which integrates Montessori materials and techniques with whole language strategies and (2) FO/D, an English and Spanish science/mathematics program that promotes the development of mathematics, science, and higher-level thinking skills. These programs facilitate the integration of English dominant speakers with Spanish dominant speakers, while helping all students achieve concrete and abstract learning.
- The project staff continued its implementation of two main programs through teacher training and specially-prepared materials, and the use of a number of other language, mathematics, and science programs that are being integrated with the ADAPTA and Finding Out/Descubrimiento programs. New programs include: Primary Assessment of Language and Mathematics, Total Physical Response materials, Math Investigations, Science and Technology for Children, and Full Option Science System.

- The DLP staff effectively employs a variety of strategies in promoting an environment at each school that reflects the goals of bilingualism, multiculturalism, and biliteracy. This has been achieved by providing teachers with a variety of literacy-enhancing skills and cultural materials for use in classroom instruction.
- Project staff have compiled a variety of cultural materials that are being used in staff development and in classroom instruction. Teacher resource notebooks are compilations of cultural activities that include sections on (1) Spanish poetry, (2) Spanish/English songs, rhymes, and games, (3) biliteracy, (4) Día de los Muertos, (5) Black heritage, (6) Hispanic recipe book, (7) English/Spanish cassettes, 8) the 16 de septiembre, and 9) Navidad/Christmas. Teachers use these and other materials to provide students with a variety of second language opportunities and experiences and facilitate schoolwide activities that promote a print-rich bilingual environment at each school.
- The cultural emphasis is also promoted through parental involvement and participation. Parents participate in meetings, conducted in English and Spanish, in which the resource teachers invite parents to participate in classroom instruction. After training, parents work with the two project resource teachers on the construction of materials for student use or engage in volunteer activities, such as reading to children and teaching cultural customs. Parents also participated in training sessions on parenting, ESL, and computer classes. About 100 parents were enrolled in ESL classes in the two schools during 1997-98.
- During 1997-98, the project served 1,116 students, including 341 (30%) LEP students, and 58 teachers, including 38 bilingual (65%), 9 ESL (16%), 11 other teachers, two assistants, and other support staff. Both campuses utilize site-based management and the DLP is being accomplished with the direction and support of two campus principals.
- The DLP staff and consultants provided about 18 staff development sessions for teachers and administrators, plus special training for teachers who, following training, serve as "consulting teacher trainers" on Finding Out/Descubrimiento at their respective grade levels and campuses.
- DLP staff worked with the computer lab technicians at each campus to provide learning opportunities for students using developmentally appropriate multimedia software in both English and Spanish. Students have access to about 170 computers in classrooms and labs. Internet connections are available on in 20 of 34 classroom and on 28 computers in Metz and in 34 classrooms and on 30 computers in Sánchez. Computers have not been purchased with Title VII grant funds.
- Staff use e-mail for most campus communication and work in computer labs in preparation for the district-mandated technology exam. Teachers earn technology certification on the basis of the Clarisworks Basic Competencies Test. At Metz, 10 teachers have completed technology certification, while at Sánchez 11 teachers have completed technology certification.

Notable achievement indicators in the third year include the following:

- Metz: On the ITBS at third grade, non-LEP students had higher mean percentiles than LEP students on both reading (27th percentile vs. 16th percentile) and mathematics (35th percentile vs. 18th percentile); mean mathematics scores were higher than reading means for the total group. At fifth grade, on the ITBS, non-LEP students scored higher than LEP students on reading (21st percentile vs. 11th percentile) but lower than LEP students on math (25th percentile vs. 30th percentile). *TAAS results (Spring 1998) at third and fifth grades indicated improvement by LEP students relative to non-LEP students as a greater percentage of LEP students passed mathematics and an equal percentage of LEP and non-LEP students passed reading.*
- Sánchez: On the ITBS at third grade, non-LEP students had higher mean scores than LEP students on both reading (32nd percentile vs. 20th percentile) and mathematics (35th percentile vs. 20th percentile). At fifth grade, non-LEP students had higher mean scores than LEP students on both reading (32nd percentile vs. 18th percentile) and mathematics (43rd percentile vs. 28th percentile). *TAAS results (Spring 1998) at grades 3 and 5 indicated improvement by LEP students relative to non-LEP students, as a greater percentages of LEP students passed fourth grade writing and fifth grade reading than non-LEP students.*
- *Project Attrition*: The attrition rate of project students in the original PK-3 cohort group in 1995-96 which is being tracked is 23%, compared with an average rate of about 23.3% (Metz) and 20.2% (Sánchez) for TEA-AEIS mobility rate campus comparison groups and a rate of 24.8% in the district at large. The original cohort of PK-3 students numbered 596 in the two schools. In 1997-98, 459 students remained. At the observed rate, approximately 365 students are expected to still be enrolled in the project two years from now. Thus, between 60% and 65% of the original group will still be available for tracking and longitudinal analyses in 1998-99 and 1999-2000.

RECOMMENDATIONS

With highly successful implementation and operation of the DLP in place, increased attention can be given to the evaluation of project impact on student achievement. The academic testing program is in place for students in Cohort 1--the ITBS is administered by district mandate in grades 3, 5, and 8. As DLP students become proficient in English they will be administered the ITBS in the alternate years in grades 2 and 4. The TAAS is administered by state mandate in reading and mathematics in grades 3, 4, 5, 6, 7, 8 and 10 and writing in grades 4, 8, and 10. The TAAS tests are available in Spanish in grades 3, 4, 5, and 6. La Prueba de Realización, the Spanish achievement test, will be administered to students as they attain proficiency levels in Spanish. The LAS-O will be administered to students who have not attained the proficiency level of at least 4. The assessment of all students in Cohort 1 is an ongoing process with the purpose of providing students with instruction and experiences that will enhance their academic achievement.

A topic of concern relates to preliminary data which show only slight gains by many DLP students on oral Spanish proficiency, thus raising questions about the extent of Spanish language instruction in the project. Within the project, the 1997-98 school year saw the

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introduction of new testing procedures that will facilitate detailed analyses of language development, in English and Spanish, for students over the next two years. In anticipation, during 1998-99 the project staff may choose to examine and specify the extent and the manner to which each school is utilizing English and Spanish instruction at each grade level. Bilingual teachers account for 65% of all teachers and ESL teachers for 16% in the two schools. Thus, about 80% of DLP teachers have special skills in working with LEP students.

Previous language testing has produced clouded results because the Pre-LAS and LAS-O instruments do not possess scalar comparability. That is, a score of 4 or 5 on the Pre-LAS does not mean the same thing on the LAS-O. Now, however, all students in the DLP cohort, grades 1-5, will be tested with the LAS-O on both the English and Spanish versions, thus permitting direct gain comparisons from one year to the next.

Professional staff development efforts have been extensive and have provided ample sessions on the instructional materials (ADAPTA and Finding Out/ Descubrimiento) selected by the program staff. Most of the professional staff development was provided to teachers, who taught, grades Pre-K-3. As most of the students in the original Cohort are progressing academically, teachers in the upper elementary grades could benefit from professional development. The professional training needs to include instructional components on Spanish as a Second Language and Spanish for the Content Areas. The LAS-O levels for Cohort 1 indicate that Spanish is being acquired at a much slower pace than English. Many students continue to remain at Levels 1 and 2 (Non-Speakers or Limited Speakers of Spanish).

With a solid program in place, the need now is to track 400-500 students over 2-3 years and conduct grade level analyses on the total group and LEP and non-LEP subgroups. To this end, a relational database needs to be created and the evaluation budget, currently $5,000, needs to be increased to accommodate the necessary analyses and reporting called for in comprehensive schoolwide projects.

APPENDICES

APPENDIX A

DUAL LANGUAGE PROJECT, PROFESSIONAL STAFF DEVELOPMENT, TIMELINE 1997-1998

Date and Number of Hours	Subject	Number of Participants	Grade Levels
08/25/97 6 Hours	Finding Out/Descubrimiento—Training of Trainers	9	2-6
09/19/97 3 Hours	ADAPTA Individualized Language Activities Training	15	Pre-K-1
09/22/97 6 Hours	ADAPTA Mathematics "A"	4	1-3
09/29/97 2 Hours	ADAPTA Mathematics "A"	6	1-3
10/09/97 6.5 Hours	ADAPTA Mathematics "B" Session 1	23	1-3
10/16/97 6 Hours	ADAPTA Mathematics "B" Session 2	24	1-3
10/23/97 6 Hours	ADAPTA Mathematics "B" Session 3	21	1-3
10/30/97 6 Hours	ADAPTA Mathematics "A" Session 1	21	Pre-K-1
11/06/97 6 Hours	ADAPTA Mathematics "A" Session 2	20	Pre-K-1
12/04/97 6 Hours	ADAPTA Mathematics "A" Session 3	22	Pre-K-1
02/05/98 6 Hours	ADAPTA Mathematics "B" Session 1	19	Pre-K-1
02/12/98 6 Hours	ADAPTA Mathematics "B" Session 2	22	Pre-K-1
02/19/98 6 Hours	ADAPTA Mathematics "B" Session 3	23	Pre-K-1
03/05/98 6 Hours	Sensorial	7	Pre-K-1
03/06/98 3 Hours	Sensorial	6	Pre-K-1
04/17/98 6 Hours	ADAPTA Individualized Language Activities Training	2	Pre-K-2
04/2498 3 Hours	ADAPTA Individualized Language Activities Training	6	Pre-K-2
06/12/98 6 Hours	ADAPTA Individualized Language Activities Training	3	Pre-K-K

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APPENDIX B

ACTIVITIES IN TECHNOLOGY SUPPORTING THE DUAL LANGUAGE PROJECT, 1997-98

Technology Objectives 2.12-2.27 and 2.2.1-2.27

Each school's Campus Improvement Plan (CIP) reflects the commitment to implement the DLP and to focus on enhancing instruction through technology. During the first year of the grant (FY 95-96) over $6,000 were spent on software from both Title VII and local grant funds. The Campus Advisory Council (CAC) determined it was more effective to incorporate the use of the existing software programs into the curriculum before making additional purchases in the 1996-97 school year. The directive from the CAC at Sánchez Elementary was that their computer funds be spent in developing a literacy collection of emergent/beginning reading materials in both Spanish and English for all grade levels, Pre-K-6. Metz Elementary had used Title 1 funds for a similar purpose in the 1995-96 school year. These literacy collections are housed in the Literacy Rooms at both schools where they are available for teacher check-out.

The literature received supports the Accelerated Reader software program in English and Spanish purchased by Title VII in 1995-96. Project staff assisted in this effort by bringing to both campuses four major book publishers to display Spanish reading materials in literature and in the content areas. Sánchez and Metz matched the Title VII funds with Title 1 and local grant monies to create a dual language library for multi-leveled readers on site. In addition, the staff at Metz used approximately $6,000 of Title VII funds to purchase software which included: 1) *Heartbeeps ™*, a program to reinforce the objectives of the Texas Assessment of Academic Skills in Spanish for grades 3-5, 2) *Enciclopedia de Ciencia ™*, a dictionary and writing software in both languages; and 3) software requested by classroom teachers (Objectives 1.14 and 1.2.4). Metz also used local funds to purchase 28 "Storybook Weaver Deluxe" CDs for 1st-6th grade classrooms to assist students in writing and illustrating stories in English and Spanish. The staff at Metz is presently seeking a good Spanish encyclopedia software for use on the computer.

The Computer Lab Technician (Tech) at both campuses provides learning activities for all students using developmentally appropriate multimedia software in both English and Spanish, as well as Tenet and Internet. The classroom teacher is responsible for project based, technology supported instruction. Techs provide direct instruction on computer skills and software manipulation in the lab classes. Students are encouraged to produce a variety of projects that demonstrate their use of computer technology. Students can create newsletters, homepages, yearbook projects, journals, and databases for future reports by using the Internet (Objectives 2.17 and 2.27. Some student activities include:

- Two classes at Metz are currently involved in a Pen Pal Project on e-mail with corporate partners, Motorola and ATT.
- Students at Metz, who participate in an After School Program, are involved in getting personal e-mail addresses through a free Internet e-mail access service which allows students to communicate with their parents during the school day.
- Sánchez Scavenger Hunts through the Internet provides fun with technology for students.

- Third and sixth graders at Sánchez continue to utilize HyperStudio technology in their research projects

Some technology activities for parents included the following:

- Parent and child computer classes were held at Sánchez for eight weeks for parents from both schools during the third quarter of 1996. The size of the class necessitated that it be divided into two separate groups and served at each school for an additional six weeks.
- Parents had the opportunity to review a variety of software programs for different grade levels. They used ClarisWorks and the Bilingual Writing Center for word processing activities.
- Parents accessed various bilingual websites on the Internet, and they browsed through online government employment job lines.
- Parents receive instruction on keyboarding, word processing, creating spreadsheets and using the Internet on Saturday mornings, when the computer laboratory at Metz is open.

The computer laboratories are used on both campuses by staff members to prepare for the AISD mandatory technology competency evalution. The AISD Technology Leadership Team provides weekly classes for teachers at Sánchez to enhance their technological skills. All Sánchez teachers are expected to complete technology competency evaluation by December 1998, and teachers at Metz by June 1999. At Sánchez all teachers and staff have access to e-mail and their own e-mail addresses. Consequently, Sánchez personnel are encouraged to use their e-mail for the majority of their on-campus communication, which includes school bulletins, announcements, and communication with some of their students' parents.

APPENDIX C

PARTICIPATION AT CONFERENCES AND PRESENTATIONS, DUAL LANGUAGE PROJECT, 1997-98

- DLP resource teachers participated in Finding Out/Descubrimento Training of Trainers, on June 22 and 26, 1997.
- The orientation meeting for parents attending NABE was conducted on January 27, 1998, at Sánchez Elementary, by one of the resource teachers.
- The project specialist made a presentation entitled "How the Brain Works" at the Professional Development Academy, as part of the district's Teacher Leadership Development Program, on February 4, 1998.
- On February 5, 1998, the project specialist gave a presentation entitled "Teaching Students with Learning Differences" to the faculty at Metz Elementary.
- On February 6, 1998, the project specialist and one of the resource teachers gave a presentation entitled "Valentine's Day Art Projects" for the parents at Metz Elementary.
- The project specialist provided a presentation for the faculty at Sunset Elementary on the topic of brain-based learning and lesson design, also known as "4MAT", on February 18, 1998.
- The project specialist made a presentation entitled "Inclusive Practice and the Establishment of TAAS Academies" at the districtwide staff development activity, on February 20, 1998.
- One of the resource teachers made a presentation titled "Sánchez Elementary: A Trilingual School" at the districtwide staff development activity, on February 20, 1998.
- The DLP staff, ten teachers, and four parents attended the NABE Conference on February 24-28, 1998, held in Dallas, Texas.
- One of the resource teachers attended the districtwide ESL presentation on the newly-adopted ESL textbooks at the Professional Development Academy, on March 3, 1998.
- The DLP staff participated at the Metz Elementary Second Annual Family Mathematics Night, on March 5, 1998.
- One of the resource teachers served a facilitator at the districtwide parent conference at Sánchez Elementary, on March 7, 1998.
- On March 19, 1998, the project specialist and one of the resource teachers presented to the Metz Elementary staff on-site, on the topics "Literacy Skills" and "Using Games to Teach Spanish as a Second Language."
- On March 24, 1998, the project specialist gave a presentation entitled "Accommodations and Adaptations for Special Needs" to the faculty from Metz Elementary, on-site.

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- The project specialist and one of the resource teachers attended a one-day Total Physical Response Workshop conducted by Berty Segal Cooke in Houston, Texas, on March 27, 1998.
- The project specialist attended the statewide Association of Supervision and Curriculum Development Conference on April 16, 1998.
- A resource teacher gave a presentation for the *Concilio de Barrio*, an East Austin community neighborhood group, meeting held at Metz Elementary on April 18, 1998.
- On May 7, 1998 the project specialist, the director and bilingual coordinators from AISD's Bilingual Education Department visited the dual language at Ysleta Independent School District in El Paso, Texas.
- The project specialist attended the Curriculum Assessment Conference sponsored by AISD on June 9-11, 1998.

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Austin Independent School District

Department of Accountability
Dr. Susan Kemp, Director

Office of Program Evaluation
Dr. Holly Williams, Assistant Director

Evaluator
Ralph Smith, M. Ed.

Authors
Dr. Paul Liberty, Consultant/Evaluation Analyst
Rosa María González, Evaluation Associate

Contributing Staff
Janice Curry, Evaluation Associate

Secretary
Ruth Fairchild

Programmer
Veda Raju

Board of Trustees
Kathy Rider, President
Doyle Valdez, Vice President
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Loretta Edelen
Olga Garza
Liz Hartman
Rudy Montoya
Ave Wahrmund
Patricia A. Whiteside

Superintendent of Schools
A. C. Gonzalez

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